

Cluster Area III: Parent Involvement (BP)

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

State Goal Established during Improvement Planning (submitted July 1, 2003):

- Active parent involvement in their child's education is promoted to assist in improving the achievement of students with disabilities.*
- To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of students with disabilities.

*Also goal/indicator for students who are non-disabled.

Performance Indicators (for reporting period July 1, 2002 through June 30, 2003):

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Parent Survey – Missouri School Improvement Program (MSIP):

The Missouri School Improvement Program (MSIP) has the responsibility of reviewing and accrediting the 524 school districts in Missouri within a five-year review cycle. School district reviews are conducted each year for approximately 100 (or 20%) of the 524 districts. These reviews include the distribution of a variety of surveys within the respective districts such as student, teacher, administrator, and for purposes hereof, parent. Parent surveys are distributed by the Department of Elementary and Secondary Education Division of School Improvement to districts prior to scheduled review. In 2002-2003, a basic cross section of the various types of districts in the state was involved, i.e. urban, rural, small to large, etc.

Parent surveys are used to collect information pertaining to certain educationally relevant characteristics of students and their households. These include participation in special education, the level of parental involvement in particular school related contacts, visits and attendance of functions, and parent perceptions of school, staff, teachers, administrators and learning environment. For purposes of this analysis, selected questions were used. The complete parent survey can be found at <http://dese.mo.gov/divimprove/sia/msip/advquest/parent.html>.

Results of the selected Parent Survey questions for 2002-2003 were summarized as frequency distributions based on response choices by parents of students with disabilities and parents of all students. Results follow in the next section.

Active Parent Involvement:

The following questions were selected to compare parent responses to questions pertaining to active parent involvement.

MSIP Districts - Parent Survey 2002-2003												
How often in past 12 months did parent:	18a -Talk to their child's teacher				18b-Go to open house at school				18c-Attend parent/teacher meetings			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	243	4.52%	4,363	6.39%	890	16.64%	8,572	12.58%	527	9.83%	9,540	14.01%
Once/Twice	1,502	27.93%	25,470	37.29%	3,398	63.54%	47,057	69.06%	2,456	45.80%	37,657	55.32%
3-5 Times	1,722	32.02%	21,232	31.08%	862	16.12%	10,462	15.35%	1,785	33.29%	17,202	25.27%
5-10 Times	891	16.57%	8,615	12.61%	103	1.93%	1,252	1.84%	380	7.09%	2,352	3.46%
11+ Times	1,020	18.97%	8,631	12.63%	95	1.78%	792	1.16%	214	3.99%	1,321	1.94%
Total	5,378	100.00%	68,311	100.00%	5,348	100.00%	68,135	100.00%	5,362	100.00%	68,072	100.00%
No Response	61	-	945	-	91	-	1,121	-	77	-	1,184	-
How often in past 12 months did parent:	18d-Visit the school on their own				18e-Help with after-school activities				18f-Help with classroom learning			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	1,103	20.62%	14,091	20.73%	3,364	62.68%	38,011	55.88%	3,934	73.34%	49,178	72.33%
Once/Twice	1,737	32.47%	23,663	34.81%	1,149	21.41%	16,013	23.54%	798	14.88%	10,723	15.77%
3-5 Times	1,170	21.87%	14,117	20.77%	395	7.36%	6,839	10.05%	268	5.00%	3,488	5.13%
5-10 Times	533	9.96%	6,038	8.88%	180	3.35%	2,786	4.10%	115	2.14%	1,345	1.98%
11+ Times	806	15.07%	10,069	14.81%	279	5.20%	4,368	6.42%	249	4.64%	3,259	4.79%
Total	5,349	100.00%	67,978	100.00%	5,367	100.00%	68,017	100.00%	5,364	100.00%	67,993	100.00%
No Response	90	-	1,278	-	72	-	1,239	-	75	-	1,263	-

Source: University of Missouri-Columbia Office of Social and Economic Data (OSED) as of 03/19/2004

Data exhibit minimal variance, but some subtle differences can be noted. For instance, data suggest parents of students with disabilities reportedly talk with their child's teacher (18a), attend parent/teacher meetings (18c), and visit the school on their own (18d) more frequently than parents of all students as indicated by percentages in 3-5 Times, 5-10 Times and 11+ Times, separately or in combination. Conversely, data suggest parents of students with disabilities reportedly help with after-school activities (18e) somewhat less frequently than parents of all students as indicated by all response choice percentages.

MSIP Districts - Parent Survey 2002-2003												
How often did parent:	22a-Talk to their child about his/her experiences in school				22b-Talk to their child about his/her plans for high school classes				22c-Talk to their child about his/her plans after high school			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Not At All	49	0.91%	273	0.40%	1,023	19.13%	11,899	17.48%	661	12.35%	6,311	9.26%
Rarely	130	2.42%	1,025	1.50%	983	18.38%	12,532	18.41%	818	15.28%	9,043	13.28%
Occasionally	775	14.43%	7,722	11.29%	1,771	33.12%	22,475	33.02%	2,056	38.41%	26,409	38.77%
Regularly	4,416	82.23%	59,402	86.82%	1,570	29.36%	21,153	31.08%	1,818	33.96%	26,354	38.69%
Total	5,370	100.00%	68,422	100.00%	5,347	100.00%	68,059	100.00%	5,353	100.00%	68,117	100.00%
No Response	69	-	834	-	92	-	1,197	-	86	-	1,139	-

Source: University of Missouri-Columbia Office of Social and Economic Data (OSED) as of 03/19/2004

Data suggest parents of students with disabilities reportedly talk with their children about their experiences in school (22a) and about their plans for high school classes (22b) about as frequently as parents of all students as indicated by percentages in Regularly and Occasionally, separately or in combination. Data also suggest parents of students with disabilities talk somewhat less frequently to their child about their plans after high school (22c) as indicated by percentages in Regularly and Never.

Parent Perceptions Relative to Parental Involvement:

The following questions were selected to compare parent responses to questions pertaining to perceptions about parental involvement.

MSIP Districts - Parent Survey Questions Pertaining to Perceptions of Parental Involvement 2002-2003												
How much did parent agree or disagree with statement:	27-I can talk with my child's teacher or principal whenever I need				32-I am welcome to discuss my child's educational needs with the school				38-The school encourages parents to be involved			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Disagree/Strongly Disagree	258	4.83%	2,520	3.69%	217	4.07%	2,294	3.36%	261	4.90%	3,268	4.80%
Neutral	394	7.38%	5,596	8.20%	467	8.75%	7,193	10.55%	653	12.26%	8,848	13.01%
Agree/Strongly Agree	4,689	87.79%	60,131	88.11%	4,654	87.19%	58,702	86.09%	4,411	82.84%	55,897	82.19%
Total	5,341	100.00%	68,247	100.00%	5,338	100.00%	68,189	100.00%	5,325	100.00%	68,013	100.00%
No Response	98	-	1,009	-	101	-	1,067	-	114	-	1,243	-
How much did parent agree or disagree with statement:	55-I am a partner with the school in my child's education				57-I know what my child's teachers expect in school				61-I receive regular communications from school about how well my child is doing			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Disagree/Strongly Disagree	339	6.37%	3,504	5.16%	336	6.28%	3,789	5.55%	664	12.42%	7,988	11.71%
Neutral	896	16.84%	11,035	16.26%	882	16.48%	11,038	16.16%	739	13.83%	10,009	14.67%
Agree/Strongly Agree	4,086	76.79%	53,341	78.58%	4,135	77.25%	53,481	78.29%	3,942	73.75%	50,237	73.62%
Total	5,321	100.00%	67,880	100.00%	5,353	100.00%	68,308	100.00%	5,345	100.00%	68,234	100.00%
No Response	118	-	1,376	-	86	-	948	-	94	-	1,022	-

Source: University of Missouri-Columbia Office of Social and Economic Data (OSED) as of 03/19/2004

Resultant data from these survey questions suggest perceptions of parents of students with disabilities were comparable to parents of all students. Overall, data suggest a high percentage of parents' perceptions were favorable with regard to parental involvement as indicated by higher percentages in Agree/Strongly Agree as compared to Disagree/Strongly Disagree.

Monitoring Data:**Evaluation 4 --** Parents are afforded the opportunity to provide information that is used in the evaluation.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	28	7	5	5		29.5%
2002-2003	98	81	81				82.7%

Evaluation 7 -- Parents and children with disabilities are involved, when appropriate, in the evaluation and eligibility determination

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	38	6	7	7		40.0%
2002-2003	94	59	59				62.8%

Least Restrictive Environment 7 -- Parents and children with disabilities are involved when appropriate in placement decisions.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	11	2	0			11.6%
2002-2003	99	6	6				6.1%

Procedural Safeguards 2 -- Prior written notice is provided to parents and children, when appropriate, as required by state and federal regulations.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	42	8	6	6		44.2%
2002-2003	96	62	61	1	1		64.6%

Procedural Safeguards 3 -- Copies of Procedural Safeguards for Children and Parents are provided to parents and children, when appropriate, as required by state and federal regulations.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	36	5	3	3		37.9%
2002-2003	96	60	57	3	3		62.5%

Indicator B 100300 Full explanation of all procedural safeguards at referral

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	25	6	2	2		26.0%
2002-2003	92	32	32				34.8%

Indicator B 104570 Parent is provided a copy of Procedural Safeguards with notification of an IEP meeting.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	18	2	0			19.1%
2002-2003	96	8	8				8.3%

Indicator NR 300100 -- The agency's procedures provide for all individuals responsible for the provisions of services to children with disabilities to be informed of the Procedural Safeguard Rights for Parents and Children.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	88	23	22	0			26.1%

Special Education and Related Services 12 -- Parents and children with disabilities are involved, when appropriate, in the IEP (including transition planning)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	48	8	3	3		50.5%
2002-2003	96	76	69	7	7		79.2%

Indicator B 104510 - Parent informed of all purposes of the meeting.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	15	1	0			15.8%
2002-2003	96	20	20				20.8%

Indicator B 105510 -- Parent attended or participated

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	0					0.0%
2002-2003	96	2	2				2.1%

Indicator B 108500 - A statement of how the child's progress on IEP will be reported to the parent

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	13	2	0			13.7%
2002-2003	96	28	28				29.2%

Indicator B 108600 - Content of Progress Report to Parents

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	24	7	2	2		25.3%
2002-2003	96	28	28				29.2%

Special Education and Related Services 12 (continued from previous page)

Indicator B 108610 - Addresses the progress toward the annual goals

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	15	2	2	2		15.8%
2002-2003	96	18	18				18.8%

Indicator B 108620 - Addresses likelihood of achievement by the end of year

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	27	7	2	2		28.7%
2002-2003	96	28	28				29.2%

Indicator B 108700 - Parent is provided a copy of the IEP

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	17	3	0			17.9%
2002-2003	96	21	21				21.9%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

Data suggest increases in the percent of districts out of compliance at initial review with regard to some indicators of parent involvement. Of the districts reviewed, increases most notably occurred in affording parents the opportunity to provide information that is used in the evaluation (an increase in non-compliance of 53.2%), in involving parents and children with disabilities in evaluation and eligibility determinations (an increase in non-compliance of 22.8%) and in involving parents and children with disabilities, when appropriate, in the IEP (an increase in non-compliance of 28.7%). However, the percent of districts out of compliance improved in the area of involving parents and children with disabilities in placement decisions (a decrease of 5.5%).

Overall, trend data suggest some improvements with regard to increasing parental involvement in the provision of special education services, but additional work is needed to get parents involved.

Parent Advisory Council (PAC):

Parent Advisory Councils are standing committees or councils of individuals interested in improving special education services in their district through collaboration between district personnel and parents. The focus of a PAC is primarily on family involvement in special education. A PAC, whose members, roles, positions, titles, etc. are determined at the local level, generally includes administrators, staff and parents of students with and without disabilities.

- In school year 2001-2002, parents of students with disabilities represented from 8% to 100% of PAC membership with an average of 60.8%.
- In school year 2002-2003, parents of students with disabilities represented from 27% to 90% of PAC membership with an average of 60.2%.

While no state or federal requirements command the formation of PACs, DESE/DSE encourages establishment thereof by districts to improve services to students with disabilities. Typical activities of local school district PACs include, but are not limited to:

- providing advice to the local district on special education services; coordinating district-wide school, family, and community partnerships in support of special education
- determining areas of focus, developing long-range plans of action and identifying potential funding sources
- assisting in developing parent-teacher support groups
- devising ways to use mediation effectively
- tracking participation of parents of special education students in all district parent councils, committees, etc. and
- providing training for parents and teachers on special education and the IEP process, communication and decision-making skills, and related disability issues

Although no data are collected regarding resultant outcomes of specific activities conducted by local school district PACs, an annual evaluation report completed by PAC districts provides basic information about the number of panels established, general topic or agenda areas covered in meetings, membership representation, and parent trainings offered by PACs. This evaluation report does not provide specific information regarding the level of participation by parents, it does; however, serve to indicate the availability of an avenue for parents to become actively involved in special education at the local school district level.

In school years 2001-2002 and 2002-2003, PACs were established in twenty-nine and thirty-one districts respectively. For both school years, twenty-five of these districts completed an evaluation report. The results are summarized below.

General Topic/Agenda Areas Covered in Meetings:

Parent Advisory Council General Topic/Agenda Areas Covered in Meetings Percent of Total PAC Districts												
School Year	Recommendations regarding special education services to the district		Suggested training for staff, families, communities		Establishment of a support group		Negotiate/reach partnerships with other agencies		Explored additional funding sources		Developed long-range plans	
	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts
2001-2002	13	52.0%	21	84.0%	11	44.0%	3	12.0%	3	12.0%	16	64.0%
2002-2003	18	72.0%	19	76.0%	10	40.0%	6	24.0%	5	20.0%	15	60.0%

Source: Missouri Division of Special Education, Parent Advisory Council (PAC) Evaluation Report, 2001-2002 and 2002-2003.

Notes: Percent of Total Districts based on total number of PAC districts (N) who returned an Evaluation Report. For 2001-2002 and 2002-2003, N = 25.

Trainings Attended by Parents of Students with Disabilities:

District Parent Advisory Committees Annual Parent Trainings Offered				
Topic of Training	2001-2002		2002-2003	
	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented
Role/function of advisory groups	256	12	88	11
Procedural safeguards	69	6	69	7
Related disability issues	160	12	165	13
Problem-solving skills	20	1	37	3
Curriculum	5	2	27	4
Teacher/Learning strategies	38	2	64	7
Support Services (Counseling)	65	6	19	3
Reading achievement	14	2	28	5
IEP process	150	12	91	10
Mediation	79	3	11	3
Lending library	72	4	110	9
Communication	75	4	45	4
Decision-making skills	15	3	0	0
MAP/test preparation	28	2	23	3
Discipline	35	3	79	3

District Parent Advisory Committees Other Trainings Offered				
Topic of Training	2001-2002		2002-2003	
	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented
Extended School Year	8	1	-	-
OTs role in special education	-	-	9	1
Class within a Class	-	-	12	1
How to help with homework	-	-	8	1
Legislative issues	-	-	20	1
Autism programming	-	-	30	1
Parental involvement	-	-	19	1
Socialization/friendship building	-	-	111	1
Dyslexia (expert speaker)	-	-	27	1

Source: Missouri Division of Special Education, Parent Advisory Council (PAC) Evaluation Report, 2001-2002 and 2002-2003.

Trend data from the evaluation reports suggest district PACs are typically represented by a majority of parents of students with disabilities. Data also indicate district PACs provide an avenue for parental representation at the district level on a variety of topic/agenda areas, especially making recommendations regarding special education services in the district and suggestions regarding training for staff, families, and communities within the district. Also, PACs are providing training to parents of students with disabilities which may enable them to make educated and informed decisions thus perhaps facilitating FAPE in the LRE. In 2002-2003, 31 of Missouri's 524 school districts had Parent Advisory Committees; this represents only a small fraction of public school districts in the state of Missouri (i.e. 5.9%).

Missouri Special Education Advisory Panel (SEAP):

The Missouri Special Education Advisory Panel, whose members are appointed by the Commissioner of Education to serve for three years, functions in the interest of IDEA Part B. In 2002-2003, 44% of SEAP membership was parents of students with disabilities

Since the highest percentage of membership is held by parents of students with disabilities (i.e. 44%), the SEAP serves as an impetus for active parental input in public policy processes relative to special education and related services including general functions set forth by federal and state statute. More specifically parental representatives working in concordance with other panel representatives:

- advise the State Education Agency (SEA) of unmet needs within the State in the education of children with disabilities,
- comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities,
- advise the SEA in developing evaluations and reporting on data to the U.S. Department of Education, Office of Special Education Programs under Section 618 of IDEA.
- advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of IDEA and
- advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Blind Task Force (BTF):

The Blind Task Force (BTF), whose members are appointed by the Commissioner of Education in cooperation with the Director of Department of Social Services to serve for three years, functions in the interest of eligible blind or visually impaired students. Accordingly, the BTF develops goals and objectives to guide the improvement of:

- special education and related services
- vocational training
- transition from school to work
- rehabilitation services
- independent living and
- employment outcomes

Representation of parents with blind/visually impaired children is 11% of BTF membership and is comparable to all highest percentage representation categories thus providing for equal standing and input on tasks undertaken by the BTF.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

No targets had been set for 2002-2003.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement and post-secondary outcomes for students with disabilities were selected as priority areas by the Part B Steering Committee. Two committees of stakeholders each met for two two-day sessions in April 2003. These committees worked through a root cause analysis and identified strategies and activities that would increase elementary achievement and post-secondary outcomes for students with disabilities. Both committees identified the need to increase parent involvement in order to improve achievement and outcomes for students with disabilities.

4. Projected Targets:

- Promote parent involvement to assist in improving achievement of students with disabilities.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also BF.VI and BT

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.4 BP BF.IV	D) Distribute materials to families regarding strategies to increase reading skills.	2.1.4.1 Materials developed 2.1.4.2 Materials distributed to families	<ul style="list-style-type: none"> Reading strategy materials are available to families 	Timelines: January 2005 Materials developed May 2005 Materials distributed Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.2.4 BP BF.IV	D) Develop and distribute math strategy materials to families to increase math skills.	2.2.4.1 Materials developed 2.2.4.2 Materials distributed to families	<ul style="list-style-type: none"> Math strategy materials are available to families 	<p>Timelines: January 2005 Materials developed</p> <p>May 2005 Materials distributed</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts</p> <p><u>Funding Type:</u> SIG Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.5.1 BP BF.IV	A) Collaborate with stakeholders to promote successful models of parent involvement	<p>2.5.1.1 Meeting convened with SEAP Effective Practice committee to discuss effective parent involvement strategies</p> <p>2.5.1.2 Discussion of PAC grant successes and barriers in-house</p> <p>2.5.1.3 Collaboration with MPACT to disseminate best practice information</p> <p>2.5.1.4 Exploration of successful parent involvement models, including facilitation models for IEP meetings.</p>	<ul style="list-style-type: none"> Models for parent involvement are promoted on DESE website and in CISE library 	<p>Timelines: January 2004 Meeting</p> <p>January 2004 Barriers discussed</p> <p>May 2004 Best Practice information disseminated</p> <p>August 2004 Successful models identified</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Compliance MPACT</p> <p><u>Funding Type:</u> Part B</p>
2.5.2 BP BF.IV	B) Develop training curricula for educators and families regarding facilitation of IEP meetings	<p>2.5.2.1 Appropriate content adapted and developed</p> <p>2.5.2.2 Plan developed to address content to teachers, families, and students</p> <p>2.5.2.3 Data collected from trainings</p>	<ul style="list-style-type: none"> Training modules developed 	<p>Timelines: May 2005 Modules developed</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Compliance</p> <p><u>Funding Type:</u> Part B</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.5.3 BP BF.IV	C) Conduct surveys of districts where IEP facilitation training has been conducted and other parent involvement models have been implemented	2.5.3.1 Surveys developed 2.5.3.2 Surveys conducted	<ul style="list-style-type: none"> Surveys of how trainings are used and follow along data demonstrates level of parent of involvement has changed 	Timelines: July 2006 Surveys Conducted Resources: <u>Section Responsibility:</u> Effective Practices Compliance <u>Funding Type:</u> Part B